



Idaho Migrant Education Program Manual

Migrant Education Program
Idaho State Department of Education
650 West State Street
Boise, ID 83720-0027

Notice: Language regarding ESSA is included in this revision of the manual, but Non-Regulatory Guidance has not yet been updated at OME. In addition, the Idaho Service Delivery Plan is in the process of being re-written. This document will be updated as these two documents are revised.
12/12/16.

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Empowering migrant students and their families to succeed in Idaho.
Capacitar a estudiantes migrantes y sus familias para tener éxito en Idaho.



State of Idaho Migrant Education Program Contacts

Idaho State Department Staff

Dr. Christina Nava
Director, Migrant Education Program
Idaho State Department of Education
650 West State Street
Boise, ID 83720
Phone: (208) 332-6876
Fax: (208) 334-2228

Sarah Seamount
Coordinator, Migrant Education Program
Idaho State Department of Education
650 West State Street
Boise, ID 83720
Phone: (208) 332-6958
Fax: (208) 334-2228

Kelly Wheeler
Program Specialist, Migrant Education Program
Idaho State Department of Education
650 West State Street
Boise, ID 83720
Phone: (208) 332-6958
Fax: (208) 334-2228

Regional ID&R Coordinators

Region 3 NW: Aracely Cornejo
Housed in Vallivue School District

Region 3 SW: Irene Rayas
Housed in Nampa School District

Region 3 SE/4W: Robert Gomez
Housed in Cassia County School District

Region 4E: Peggy Pickett
Housed in Jerome School District

Region 5: Christina Alvarez
Housed in Blackfoot School District

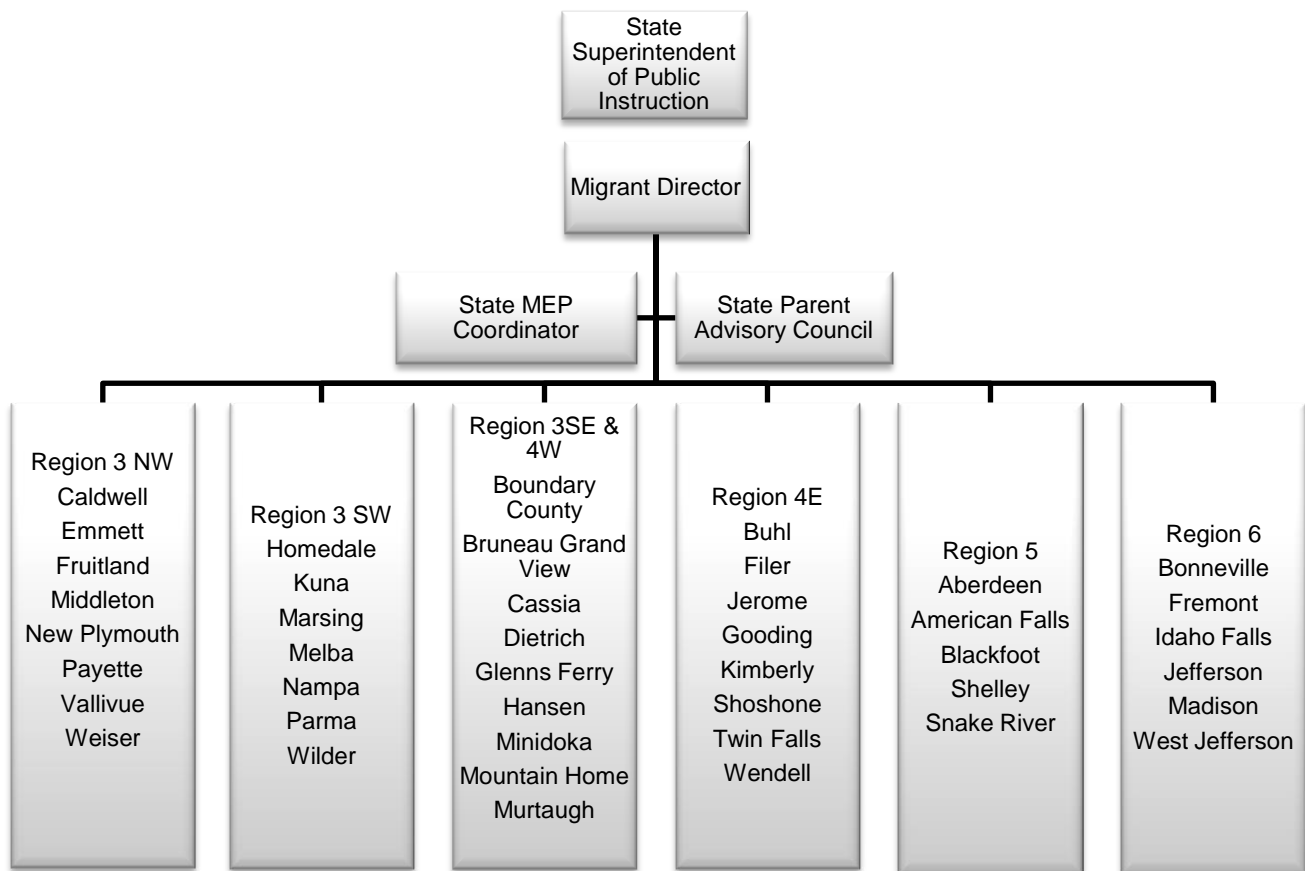
Region 6: Lance Robertson
Independent contractor

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Organization

*Other districts without a migrant program are also served by regional ID&R coordinators based on their geographical location.

Glossary of Acronyms and Abbreviations

ABE	Adult Basic Education
ACCESS	Annual language proficiency assessment
AMAO	Annual Measurable Achievement Objectives
CAMP	College Assistance Migrant Program
CFSGA	Consolidated Federal & State Grant Application
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
CSPR	Consolidated State Performance Report
ECE	Early Childhood Education
EDGAR	Education Department General Administrative Regulations
ELL/EL	English Language Learner/English Learner
EOE	End of Eligibility
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
ESSA	Every Student Succeeds Act
FAFSA	Free Application for Federal Student Aid
FY	Fiscal Year
GED	General Education Development Test
GEPA	General Education Provisions Act
HS	High School
HEP	High School Equivalency Program
IDLA	Idaho Digital Learning Academy
ID&R	Identification and Recruitment
IRI	Idaho Reading Indicator
ISDE	Idaho State Department of Education
ISAT	Idaho State Achievement Test
LEA	Local Education Agency
MDE	Mandatory Data Elements

MEP	Migrant Education Program
MPAC	Migrant Parent Advisory Council
MPO	Measureable Program Outcome(s)
MSHS	Migrant and Seasonal Head Start
MSIS	Migrant Student Information System
MSIX	Migrant Student Records Exchange
NASDME	National Association of State Directors of Migrant Education
NCTM	National Council of Teachers of Mathematics
NRG	Non-Regulatory Guidance (U.S. Department of Education, 2011)
OMB	Office of Management and Budget
OME	Office of Migrant Education
OSY	Out-of-School Youth
PAC	Parent Advisory Council
PASS	Portable Assisted Study Sequence
PD	Professional Development
PFS	Priority for Services
PI	Preschool Initiative Consortium
PK	Pre-school/Pre-kindergarten
PPE	Per Pupil Expenditure
RC	Records Clerks
RTI	Response to Intervention
SBR	Scientifically-based Research
SDE	Idaho State Department of Education
SDP	Service Delivery Plan
SEA	State Education Agency
SWP	School wide program
SY	School Year
TA	Technical Assistance



I. Introduction and Overview

Purpose and Audience for the Manual

The Idaho State Department of Education (ISDE) Migrant Education Program (MEP) Manual was developed to help district administrators, program directors, and migrant staff to understand the MEP and how to effectively meet the unique needs of migrant children. It should be used in conjunction with other program materials including State and Federal laws, regulations and guidance, supplemental documents, and other relevant information that governs and supports the education of children of migratory workers.

Services to migrant students in Idaho are governed by the State Migrant Education Program Service Delivery Plan (SDP). The Manual is a tool for local MEP directors, coordinators, and staff responsible for designing and implementing programs and for collecting and reporting data on the effectiveness of programs and services designed to meet the needs of migrant students. It contains guidance on websites and program resources to help facilitate further exploration of these topics.

How the Manual is Organized

In addition to this brief introduction, the Manual contains sections on Identification and Recruitment (ID&R); Comprehensive Needs Assessment (CNA); Subgranting Procedures; Planning and Delivering MEP Services; Administering and Monitoring MEPs; Program Implementation; Special Initiatives; Program Coordination; and Program Evaluation. The Federal website at <http://www2.ed.gov/programs/mep/legislation.html#legislation> contains the Title I-C Authorizing Statute and the Non-Regulatory Guidance (October 2010).

The Idaho State Department of Education (ISDE) will update the Manual as substantial changes come up to provide directors with the most recent materials and resources needed to implement MEPs in Idaho. The SDE will distribute an electronic version of the Manual to its local MEP subgrantees and provide technical assistance to support its use.

For further information on the Idaho Migrant Education Program or the Manual, contact:

Migrant Education Program
650 W. State
P.O. Box 83720
Boise, ID 83720
(208) 332-6958

Overview of the Law, Statutes, and Guidance Governing the MEP

The Migrant Education Program (MEP) known as Title I Part C Education of Migratory Children, is a federal entitlement program designed to provide supplementary education and support services to highly mobile children up to and through age twenty-one (21). Eligibility for the MEP is determined by the lifestyle of the parents/guardian (i.e. moving across school district, county, or state boundaries for the purpose of seeking or obtaining temporary or seasonal work in agriculture or commercial fishing activities). Children must move with the parent/guardian or join the parent/guardian within 12 months of a qualifying move. Children who are determined to be eligible may remain eligible for up to 36 months without another qualifying move.

The mission of the migrant program is to provide educational and support services that strengthen and enhance the development of the migrant child and the migrant family. The migrant program focuses primarily on the educational needs of the migrant child and attempts to alleviate barriers to successful educational achievement.

According to the *Every Student Succeeds Act* of 2015 (ESSA), the purpose of Migrant Education is to:

- ▶ To assist States in supporting high-quality and comprehensive educational programs and services during the school year and, as applicable, during summer or intersession periods, that address the unique educational needs of migratory children.
- ▶ To ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and challenging State academic standards;
- ▶ To ensure that migratory children receive full and appropriate opportunities to meet the same challenging state academic standards that all children are expected to meet;
- ▶ To help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to succeed in school.
- ▶ To help migratory children benefit from state and local systemic reforms.

Through local education agencies (LEAs), the MEP helps children and youth by providing supplementary services beyond those provided in schools (e.g., develop oral and written language, and communication skills; reading and mathematics; and provides support for migrant students to accrue high school credit toward graduation or attain a GED).

The MEP is authorized by Part C of Title I of the Elementary and Secondary Education Act (ESEA). It provides formula grants to State educational agencies (SEAs) to establish or improve education programs for migrant children. The State subgrant assists Idaho in improving educational opportunities for migrant children to help them succeed in the regular school program, meet challenging State academic content standards that all children are expected to meet, and graduate from high school ready for career or college.

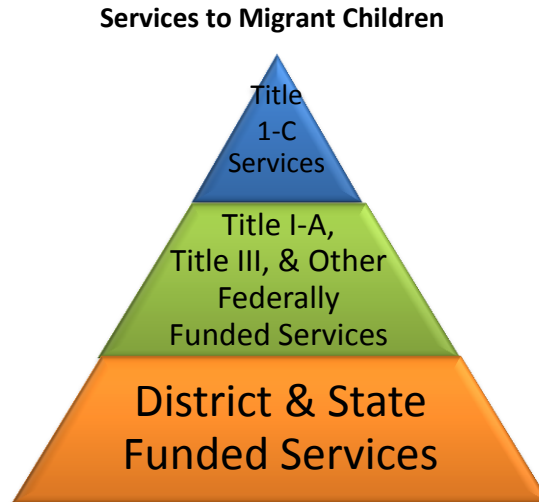
The Office of Migrant Education published non-regulatory guidance (NRG) to aid states and programs in interpreting how the MEP should be operated. These documents are found at <https://results.ed.gov/legislation> .

The NRG follows a question-and-answer format written in plain language that is easy to follow and can be used for training and learning about the program. It is recommended that all local migrant directors become familiar with the NRG.

Now that the statute has been reauthorized, new guidance will be published in the coming year. Directors should watch for changes to the statute and the publication of new guidance. Training and technical assistance in the future will include revisions to this Manual pursuant to changes in legislation and guidance.

Migrant funds are the “funds of last resort” and should never be used to provide services to all students. Services provided by the LEA or a migrant funded staff should be in alignment with the activities outlined in the State Migrant Education Program Service Delivery Plan.

As illustrated below, Title I-C funds are to provide supplementary services for migrant students. They cannot be used to supplant programs or services provided to all students (migrant students included) funded by state, district, and other Federal funds.





II. Migrant Child Identification and Recruitment (ID&R) and Eligibility

Identifying and Recruiting Migrant Children

Federal Definition*

*Non-Regulatory Guidance (NRG) will be updated to reflect Every Student Succeeds Act language and changes to ESEA based on the new law. Legal references in this manual already include ESSA, however, NRG has not yet been updated and will be updated here when available.

There are very specific conditions that define migrant child eligibility. This definition is extracted directly from the Migrant Education Program Non-Regulatory Guidance – October 2010.*

A child is a “**migratory child**” and is eligible for MEP services if all of the following conditions are met:

1. The child is not older than 21 years of age; *and*
2. The child is entitled to a free public education (through grade 12) under State law or is below the age of compulsory school attendance; *and*
3. The child is a migratory agricultural worker or a migratory fisher, or the child has a parent, spouse, or guardian who is a migratory agricultural worker or a migratory fisher; *and*
4. The child moved within the preceding 36 months in order to seek or obtain qualifying work, or to accompany or join the migratory agricultural worker or migratory fisher identified in paragraph 3, above, in order to seek or obtain qualifying work; *and*

With regard to the move identified in paragraph 4, above, the child:

- ▶ Has moved from one school district to another; *or*
- ▶ In a State that is comprised of a single school district, has moved from one administrative area to another within such district; *or*
- ▶ Resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence to engage in or to accompany or join a parent, spouse, or guardian who engages in a fishing activity. (This provision currently applies only to Alaska.)

Migratory agricultural worker means a person who, in the preceding 36 months, has moved from one school district to another school district, or from one administrative area to another within a State that is comprised of a single school district, in order to obtain temporary employment or seasonal employment in agricultural work, including dairy work.

Eligibility Rulings

Federal and State definitions of migrant student eligibility are clearly presented. However, some cases have so many variables that eligibility may not be so obvious. The Idaho website at www.sde.idaho.gov contains basic migrant child eligibility factors, new MEP program definition, information on quality control, and numerous ID&R resources. The U.S. Department of Education, Office of Migrant Education, provides rulings on eligibility. The most recent version of the Idaho ID&R Manual is found on the abovementioned website; and the revised national ID&R curriculum is available on the RESULTS website at https://results.ed.gov/curriculum/idr_curriculum. Module 4, Determining ID&R Eligibility, provides eligibility scenarios and rulings by the Office of Migrant Education.

NOTE: As defined in the Federal Register, reference to a “qualifying worker” also includes: parents, spouse, guardian(s), the child or a member of the immediate family as the “qualifying worker.” A guardian is a “person standing in place of a parent.” A member of the immediate family includes mother, father, child’s brother, sister, aunt, uncle, cousin, or grandparent.

Basic Concepts for Managing ID&R

The Office of Migrant Education has identified the need for special initiatives to help attain the goal of assisting migrant children to achieve challenging academic standards and graduate from high school college and career ready. A key initiative is in the function of targeting, which includes the proper and timely identification and recruitment of eligible students, especially those who are the most mobile.

Identifying and recruiting eligible migrant children is a cornerstone of the MEP. Identification means determining the presence and location of migratory children within the State. Recruitment means obtaining the necessary information to document the child’s eligibility in order to enroll the child in the program. Identification and recruitment of migrant children is critical because:

The children who are most in need of program services are often those who are the most difficult to find. Many migrant children would not fully benefit from school, and in some cases, would not attend school at all, if the State educational agencies (SEAs) failed to identify and recruit them into the MEP. Children cannot receive MEP services without documentation of eligibility.

As each SEA is responsible for the identification and recruitment of all eligible migrant children in the State, Idaho provides frequent opportunities for professional development around correctly identifying and recruiting all eligible migrant children residing in the State. State MEP funding is based on the annual count of eligible migratory children during the regular year **AND** the annual count of migrant children who attend summer school. For further details on ID&R, see the Idaho Migrant Education Program Identification and Recruitment Manual (2011) available for download at the State website: <http://www.sde.idaho.gov/el-migrant/migrant/files/identification-recruitment/guidance/Identification-and-Recruitment-Manual.pdf>

Roles and Responsibilities of Recruiters

Recruiters obtain the data by interviewing the person responsible for the child, or the youth, in cases where the youth moves on his/her own.

A migrant family liaison's primary recruiting responsibilities are to:

- ▶ obtain information provided by parents, guardians, and others regarding the child's eligibility for the MEP;
- ▶ make determinations of eligibility;
- ▶ accurately and clearly record information that establishes a child is eligible for the MEP on a COE; and
- ▶ determine the child's eligibility.

An effective recruiter is one who works to understand the process of recruiting a migrant child and participates in training, planning, and interviewing of migrant parents or guardians. It requires cultural sensitivity, knowledge of the Idaho MEP, understanding of the MEP requirements, knowledge of community resources, and strong communication skills often in a language other than English. In order to be effective, recruiters should have an adequate understanding of:

- ▶ MEP eligibility requirements;
- ▶ languages spoken by migrant workers;
- ▶ local growers/employers of migrant farmworkers;
- ▶ local agricultural and processing activities;
- ▶ cycles of seasonal employment and temporary employment;
- ▶ the local school system, the services available for migrant children and their families, and the most effective strategies for recruiting within each school;
- ▶ local roads and the locations of migrant labor camps and other migrant housing;
- ▶ MEP services offered by the school district; and
- ▶ other agencies that can provide services to migrant workers and their families (e.g., Migrant Health, Migrant Seasonal Head Start, other social services agencies and organizations).

Recruiters in Idaho are expected to participate in training offered by the State twice per year. This training centers around identification and recruitment, data collection, and program services and planning. They are also expected to participate in regional training twice per year in the local area provided by local regional ID&R coordinators and focusing primarily on ID&R. District migrant staff may participate in training provided during such events as the National Association of State Directors of Migrant Education (NASDME) Conference, the National ID&R Forum, Idaho Federal Programs Conference and other applicable meetings and conferences.

The Idaho State MEP follows the guidance available in the National ID&R Curriculum for implementation by recruiters and all MEP staff. A copy of materials included in this curriculum is available on the RESULTS website at https://results.ed.gov/curriculum/idr_curriculum.

Quality Controls for an ID&R System

Quality control is a **process** used to ensure acceptable levels of quality in a product or service at the lowest possible cost. There are two types of Quality Control Activities: (1) Process-oriented in which the recruiter looks to see if mistakes happen *during* the process; and (2) product-oriented in which the recruiter looks at the final product to see if it meets standards. An ID&R quality control system must have both kinds of activities. Quality

control in the MEP determines whether *eligible* migrant children are in the program, finds children incorrectly determined to be eligible, and identifies problem areas to be addressed.

Process-Oriented Quality Control looks at every action a recruiter makes to determine a child's eligibility for the MEP; and attempts to identify where errors are most likely to occur. Some possible process-oriented errors made by recruiters include:

- ▶ Gathering incorrect information during the interview
- ▶ Not asking enough questions
- ▶ Forgetting to ask key questions
- ▶ Ignoring pertinent facts
- ▶ Misunderstanding the law, regulations, non-regulatory guidance

Product-Oriented Quality Control looks at the final product when an administrator "inspects" the final product. The administrator checks eligibility determinations after they are made and re-interviews migrant families to see if proper determinations were made. Some possible product-oriented errors by recruiters include:

- ▶ Inaccuracy on COEs
- ▶ Not correcting errors on State forms

An efficient quality control process consists of training the recruiter, monitoring eligibility through peer reviews of ID&R activities, reviewing face validity of COEs, and validating child eligibility determinations. A final important piece is evaluating quality control results and using them to improve the ID&R process. The Idaho MEP is responsible for implementing an **ID&R plan** with procedures to ensure the accuracy of eligibility information received from recruiters identifying and recruiting potential migrant students. The Certificate of Eligibility (COE) is the form the State uses to document MEP eligibility determinations.

Each state's MEP allocation is determined by the regular year child count and from the summer school child count which is submitted to the U.S. Department of Education, Office of Migrant Education. These counts must be accurate. Furthermore, Idaho's MEP must:

- ▶ keep records of these eligibility determinations in order to verify that the counts are correct;
- ▶ maintain documentation of eligibility determinations to demonstrate that only children who met the definition of "migratory child" were served (**NOTE:** Maintain records for 10 years from QAD); and
- ▶ monitor the operations of subgrantees effectively by reviewing records of eligibility determinations to verify that they are administering the MEP in accordance with the law.

Preventing errors that occur is a focus of professional development and individualized technical assistance provided by the State to local recruiters. Quality control also takes place through careful reviews of COEs by the recruiter, the regional ID&R coordinator, and state MEP personnel. At each of these levels, reviews for accuracy are undertaken which include verification of the completeness of the information, determination whether or not the instructions to the COE have been followed, and verification that the parent/guardian has signed the form, as has the interviewer.

Once the recruiter has signed the COE he or she forwards it to the regional ID&R coordinator who verifies that the information is correct. Next the COE is forwarded to the Idaho State Department of Education, where it is reviewed by State MEP staff. If corrections or revisions need to be made, the COE is returned to the regional ID&R coordinator, who then reviews the errors with the migrant recruiter. Services cannot be provided to migrant students until final approval has been obtained. This review process is done in a timely manner.

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As described in the Idaho MEP Quality Control Policies and Procedures guide (December 2016) the State process ensures that only eligible migrant children are recruited for the MEP and that all eligibility decisions are supported by appropriate documentation. The ID&R Plan reflects the statutory requirements of 34 CFR Part 200 Sec. 200.89. All local projects that receive MEP funding from ISDE must develop and follow an approved local quality control plan that describes how the LEA intends to follow the guidelines and procedures delineated in the Idaho MEP State plan. Specifically, Idaho's MEP Quality Control goals are:

- ▶ To identify and recruit all eligible migrant children residing in Idaho.
- ▶ To ensure that proper MEP eligibility determinations are made in a collaborative manner by MEP personnel.
- ▶ To ensure that proper MEP eligibility determinations are supported by accurate documentation.

These goals are accomplished through three interactive components: 1) Recruiter Quality Controls; 2) Proper Eligibility Determinations and Documentation Submission Quality Controls; and 3) Rolling re-Interviewing with each component being of equal importance and each being implemented with fidelity to achieve high quality ID&R in the State of Idaho. For additional information on Idaho's Quality Control Process, visit the State website at: <http://www.sde.idaho.gov/el-migrant/migrant/files/identification-recruitment/guidance/Quality-Control-Plan.pdf>.



Idaho Recruiters at a parent event.



Going where the parents are.



III. Planning and Delivering MEP Services

Comprehensive Needs Assessment

Purpose for Conducting a Comprehensive Needs Assessment

A Migrant Education Program Comprehensive Needs Assessment (CNA) is required by the Office of Migrant Education of the U.S. Department of Education under Section 1306 of the Elementary and Secondary Education Act, reauthorized as the *Every Student Succeeds Act of 2015 (ESSA)*, Title I Part C, Section 1304(b)(1). States must address the special educational needs of migratory children in accordance with a comprehensive State plan that:

- ▶ is integrated with other programs under ESSA and may be submitted as part of the State consolidated application;
- ▶ provides that migratory children will have an opportunity to meet the same challenging State academic content standards that all children are expected to meet;
- ▶ specifies measurable program objectives and outcomes;
- ▶ encompasses the full range of services that are available for migrant children from appropriate local, State, and Federal educational programs;
- ▶ represents joint planning among local, State, and Federal programs, including programs under Part A, early childhood programs, and language instruction programs; and

The CNA must be periodically reviewed and revised, as necessary, to reflect changes in the State's strategies and programs provided under NCLB. The State MEP has flexibility in implementing the CNA through its local education agencies, except that funds must be used to meet the identified needs of migrant children that result from their *migratory lifestyle*. The purpose of the CNA is to: 1) focus on ways to permit migrant children with *priority for services* to participate effectively in school; and 2) meet migrant student needs not addressed by services available from other Federal or non-Federal programs.

Policy guidance issued by OME states that some aspects of a needs assessment must be conducted annually and must use the most recent and relevant information available. The needs assessment serves as the blueprint for establishing statewide priorities for local procedures and provides a basis for the State to allocate funds to local education agencies. The CNA should take a systematic approach that progresses through a defined series of phases, involving key stakeholders such as migrant parents and students as appropriate, educators and administrators of programs that serve migrant students, content area experts, and other individuals that are critical to ensuring commitment and follow-up.

How and When to Conduct a Local Needs Assessment

The needs assessment forms the basis of the comprehensive state plan for service delivery which describes how gaps in the education and academic progress of migrant children will be addressed and how the services in the plan will be evaluated. It is the first step in planning and implementing an MEP. Programs will use parent, student, and staff surveys and focus group protocols for gathering data on perceived needs.

Local MEPs conduct individual needs assessments to:

- ▶ determine the needs of migrant students and how those needs relate to the priorities established by the State as listed in the Idaho MEP Service Delivery Plan;
- ▶ design local services; and

- select students to receive those services.

Tools for conducting local needs assessment (surveys and focus group questions) are included in the Idaho LEA MEP Comprehensive Needs Assessment Toolkit (Fall 2012). Identified needs indicated on surveys, through evaluation results, assessment results, and interviews with stakeholders (e.g. parents, MEP staff) should be reviewed regularly to determine the nature and extent of changes. An annual program evaluation will provide important data with which to update the Comprehensive Needs Evaluation every year. A new CNA should be conducted every 3 years including, parent, staff, and student surveys and focus groups.

The following chart lists needs assessment forms and data that each program is responsible for collecting during the CNA process.

Needs Assessment Form/ Data Needed	Location of Information	Timeline
Staff Needs Assessment Survey	Idaho MEP Toolkit	When CNA is completed
Parent Needs Assessment Survey	Idaho MEP Toolkit	When CNA is completed
Parent and student focus group results	Idaho MEP Toolkit	When CNA is completed
Student Demographics	Collected in MSIS	When COE is completed
Last Qualifying Move	Collected in MSIS	When COE is completed
Students Served by Grade	Collected in MSIS	When COE is completed
Priority for Service (PFS)	Collected in MSIS	Fall of each school year
Instructional Services	Collected in MSIS	When service is provided
Support Services	Collected in MSIS	When service is provided
Most Recent and Available State Assessment Results	Collected in ISEE/CORE; CSPP; State website	Collected when the results are finalized by ISDE

The Idaho SDE makes decisions about how services are delivered by assigning PFS to those eligible migrant students who have been determined to have the greatest needs. As previously discussed, students are designated PFS based on a two-part process of educational interruption and failing or at-risk of failing. The criteria categories are described later in this chapter.

Seven Areas of Concern for Migrant Students

What makes migrant students “migrant” is the eligibility determination certifying that they move from one country, place, or locality to another with migrant worker parents who move regularly in order to find temporary or seasonal work in agriculture or fishing. Their mobile lifestyle characteristics pose substantial challenges to students’ being successful in school among which are educational disruption, cultural adjustments, and discontinuity in curriculum, instruction, and assessment.

Seven Areas of Concern were identified by the Office of Migrant Education. It was determined that migrant children are at high risk of school failure due to the following seven concern areas that arise out of the educational problems associated with the migrant lifestyle.

- 1) **Educational Continuity** – High mobility may result in migrant students making numerous changes in schools (and therefore curriculum, instruction, and assessment) during the school year.

- 2) **Instructional Time** – When migrant students miss school due to educational disruption caused by their migrant lifestyle, students are not exposed to good, consistent curriculum and instruction. Missing school due to mobility and delays in school enrollment results in lower achievement.
- 3) **School Engagement** – Involvement in academic, social, or extracurricular activities is important to achieve a positive academic experience and preventing school dropout.
- 4) **English Language Development** – For many migrant students, a language other than English is spoken at home and/or the student speaks a language other than English. Acquiring the English proficiency needed to be successful in school is necessary for many migrant students.
- 5) **Education Support in the Home** – Long working hours (especially during the summer months), limited English proficiency, low socioeconomic status, poor living conditions, and low educational attainment are factors associated with many migrant parents. These factors limit the support migrant students receive in the home and negatively impact student achievement and success in school.
- 6) **Health** – There is extensive documentation on migrant families' poor living conditions, poor health, lack of insurance to cover illness/injury, and lack of access to preventative health services. These factors affect migrant students' educational performance.
- 7) **Access to Services** – Awareness of school and community services affects access when migrant families are highly mobile, speak little English, and/or are not comfortable with interacting. These needed support services have an impact on migrant students' well-being and school performance.

On the whole, the Seven Areas of Concern provide a foundation on which a comprehensive assessment of needs is conducted. Data in each of these areas was examined by Idaho's CNA Committee and the data summarized to look at the State's overall need indicators at three levels: a) migrant students, b) migrant staff (and school staff that work with migrant students, as appropriate), and c) program systems which include policies, school environment, and availability and use of resources (e.g., availability of funds and resources from other Federal programs, State programs, and local sources).

In Spanish (En Español)

Siete Áreas de Inquietud

- 1) **Continuidad Educacional** – Porque los estudiantes migrantes a menudo se ven obligados a desplazarse durante el año escolar, tienden a experimentar una falta de continuidad educativa. Los estudiantes migrantes experimentan diferencias en el currículo, las normas académicas, pólizas en tareas, y rutinas de la clase. Sus prácticas de curso reflejan inconsistencias. El impacto acumulativo de discontinuidad en su educación es desalentador. En un período de seis años, los estudiantes que se movieron más de tres veces son propensos a desaprovechar un año académico completo detrás de sus compañeros estables. Los esfuerzos para superar este patrón de incoherencia se necesitan para fortalecer la continuidad educativa.
- 2) **Tiempo para la Instrucción** – La movilidad también afecta a la cantidad de tiempo que los estudiantes pasan en clase y sus patrones de asistencia. Estas disminuciones en el tiempo que los estudiantes dedican al aprendizaje derivan a reducir los niveles de logro. Maneras de mejorar el impacto de la movilidad de la familia y los retrasos en los procedimientos a la matriculación son esenciales.

- 3) **Compromiso Escolar** – Los estudiantes migrantes se enfrentan con frecuencia con los ajustes y disposición de una nueva escuela, hacer nuevos amigos, y desafíos de aceptación social, que por lo general se agrupan como de comportamiento, emocional y cognitivo, basándose en Fredricks, Blumenfeld, y París (2003).
- **Compromiso en comportamiento** se centra en las oportunidades de participación, incluyendo académicas, sociales, o actividades extracurriculares. Es considerado como factor crucial positivo en resultados académicos y prevención de la deserción escolar.
 - **Compromiso emocional** se acentúa en su apelación. Reacción positiva y negativa hacia maestros, compañeros de clase, materiales académicos y la escuela en general determinando si los lazos han sido creados. Tales respuestas influyen en su identificación con la escuela, sentido de pertenencia, y el sentirse valorado.
 - **Compromiso cognitivo** articula la inversión en aprendizaje y puede ser una respuesta a expectativas, relevancia, y conexiones culturales. Sin compromiso, los estudiantes pueden estar en riesgo del fracaso escolar. Los estudiantes migrantes necesitan accesos que aseguren que son valorados y tener la oportunidad que tienen estudiantes más estables.
- 4) **Desarrollo del Idioma Ingles** – Desarrollo del Idioma Inglés (ELD) es crítico para el éxito académico. En el ámbito escolar, ELD se enfoca en las habilidades de alfabetización aplicables al contenido del área de aprendizaje. Debido a que muchos estudiantes migrantes tienen una lengua materna que no sea inglés, programas de migrantes deben encontrar vías para complementar las dificultades que enfrentan los estudiantes migrantes en ELD debido a su estilo de vida único, sin suplantar las actividades del programa Title III.
- 5) **Apoyo a la Educación en el Hogar** – El ambiente en el hogar a menudo se asocia con el éxito de un niño en la escuela, lo que refleja la exposición a los materiales de lectura, un vocabulario extenso y juegos educativos. Estos recursos reflejan la formación académica de los padres y el estado socio-económico. Mientras que muchos padres migrantes valoran la educación de sus hijos, es posible que no siempre sepan cómo ayudar a sus hijos de una manera consistente con las expectativas de la escuela ni tienen los medios para ofrecer un ambiente familiar educativo fructuoso. Por lo cual, los esfuerzos para informar a las familias son fundamentales.
- 6) **Salud** – La buena salud es una necesidad básica que los estudiantes migrantes a menudo no alcanzan. El estado dental y nutricional comprometido de los niños migrantes está bien documentado. Tienen una mayor proporción de problemas agudos y crónicos de salud y tienen más alta la tasa de mortalidad infantil que aquellos experimentados por otros niños no migrantes (Huang, 1993). Ellos están en mayor riesgo que otros niños debido a la intoxicación por pesticidas, lesiones agrícolas, enfermedades relacionadas con el calor y la pobreza. Ellos son más propensos a no tener seguro médico y tienen dificultades con el acceso al cuidado de la salud. Las familias a menudo necesitan ayuda para hacer frente a los problemas de salud que interfieren con la capacidad del estudiante para aprender.
- 7) **Acceso a Servicios** – La situación de los recién llegados y lenguaje del hogar que es otro que inglés, a menudo disminuye el acceso a servicios relacionados con la educación los cuales los niños migrantes y sus familias tienen derecho. Puesto que no se consideran como residentes permanentes, los servicios se vuelven más difíciles de obtener.

Needs Assessment Data Collection Tools

The results of the **needs assessment surveys** for staff, parents and secondary students, along with the results of parent and secondary students focus groups, provide a snapshot of perceived needs from the stakeholders most

directly involved in the education of migrant children. They are administered in preparation for an update to the CNA to determine the unique needs of migrant students at the local project sites. The Idaho needs assessment surveys, suggestions for conducting a local CNA, and strategies for collecting and reporting needs data are found in the Idaho LEA MEP Comprehensive Needs Assessment Toolkit (ISDE, Fall 2012).

Service Delivery Plan (SDP)

Process Overview

After identifying the needs of migrant children through the CNA, completing the application process, and receiving notification from the State that LEA has received a Title I-C sub-allocation, services can be implemented. Planning and delivering services requires knowledge of the strategies and resources that the State has defined in the SDP. This includes the statewide measureable program outcomes (MPOs) that were designed to determine student progress.

The Idaho MEP SDP describes how gaps in the education and academic progress of migrant children and youth will be addressed and how the services in the plan will be evaluated. The specific components required by the Office of Migrant Education for the SDP are listed below.

- ▶ **Performance Targets.** The plan must specify the performance targets that the State has adopted for all migrant children for: reading; mathematics; high school graduation/the number of school dropouts; school readiness; and any other performance target that the State has identified for migrant children. [34 CFR 200.83(a)(1)].
 - ▶ **Needs Assessment.** The plan must include identification and an assessment of: (1) the unique educational needs of migrant children that result from the children's migrant lifestyle; and (2) other needs of migrant students that must be met in order for them to participate effectively in school. [34 CFR 200.83(a)(2)].
 - ▶ **Measurable Program Outcomes.** The plan must include the measurable outcomes that the MEP will produce statewide through specific educational or educationally-related services. (Section 1306(a)(1)(D) of the statute.) Measurable outcomes allow the MEP to determine whether and to what degree the program has met the special educational needs of migrant children that were identified through the comprehensive needs assessment. The measurable outcomes should also help achieve the State's performance targets.
 - ▶ **Service Delivery.** The plan must describe the SEA's strategies for achieving the performance targets and measurable objectives described above. The State's service delivery strategy must address: (1) the unique educational needs of migrant children that result from the children's migrant lifestyle, and (2) other needs of migrant students that must be met in order for them to participate effectively in school. [34 CFR 200.83(a)(3)].
- Evaluation.** The plan must describe how the State and LEAs will evaluate whether and to what degree the program is effective in relation to the performance targets and measurable outcomes. [34 CFR 200.84(a-b)].

Optional information that *may* be contained in the SDP includes the policies and procedures it will implement to address other administrative activities and program functions, such as:

- ▶ **Priority for Services.** A description of how, on a statewide basis, the State will give priority to migrant children who: (1) are failing, or most at risk of failing, to meet the state's challenging academic content standards, and 2) whose education has been interrupted during the regular school year.
- ▶ **Parent Involvement.** A description of the SEA's consultation with parents through the State PAC and whether the consultation occurred in a format and language that the parents understand.
- ▶ **Identification and Recruitment.** A description of the State's plan for identification and recruitment activities and its quality control procedures.
- ▶ **Student Records.** A description of the State's plan for requesting and using migrant student records and transferring migrant student records to schools and projects in which migrant students enroll.

The Idaho MEP Service Delivery Plan resulted from a systematic process that involved a broad-based representation of stakeholders whose experience lent authenticity and whose expertise directed the strategies that are presented in the SDP report. In accordance with OME's guidance, Idaho updates the SDP whenever it: 1) updates the statewide CNA; 2) changes the performance targets and/or measurable outcomes; 3) significantly changes the services that the MEP will provide statewide; or 4) significantly changes the evaluation design.

Local services are planned during the application process (discussed in *Section IV*). The State has identified strategies consistent with the needs of migrant students in the statewide SDP. After reviewing local needs (discussed in *Section III*), programs identify the strategies that fit the local population, integrate with available services without supplanting existing or available services, and meet the needs of students with priority for services.

Local MEPs are responsible for identifying strategies to be implemented locally and for documenting them in the CFSGA under the goal/MPO areas of the SDP:

1. School Readiness
2. English/Language Arts
3. Mathematics
4. High School Graduation

Local education agencies have used a variety of service delivery designs to provide targeted supplemental services to migrant students. Some examples include:

- ▶ Extended day programs (before/after school programs)
- ▶ Summer programs
- ▶ In-class programs
- ▶ Pre-kindergarten programs
- ▶ Academic instruction and advocacy services to secondary-aged students.
- ▶ Services to out-of-school youth

Idaho MEP Service Delivery Plan

The Idaho MEP SDP was developed by a broad-based Committee representing migrant programs and families throughout the State. It was designed to address the needs that are described in the State's comprehensive needs assessment.

The SDP can be viewed at <http://www.sde.idaho.gov/el-migrant/migrant/files/migrant-services/sdp/2014-Service-Delivery-Plan.pdf>. Major decisions contained in the SDP are found in the MEP SDP Strategic Planning Chart. This chart was designed to provide a snapshot of the SDP decisions with respect to the MPOs aligned with the identified needs of migrant children and youth, the strategies to accomplish the MPOs, the resources needed to implement the strategies, and the evaluation of the progress made toward meeting the MPOs.

Performance targets for English/language arts, mathematics, and high school graduation and the expectations for school readiness are directly related to the needs identified in the Idaho CNA report. Additional information is included in the CNA report; however, a brief summary of the needs in each of the four focus areas illustrates how the performance targets directly address the **needs** identified in the Idaho CNA report as described below.

School Readiness

- ▶ Migrant parents need to receive more information about the importance of developing and maintaining their home language.
- ▶ Migrant parents need to have more access and opportunities to learn about school readiness strategies.
- ▶ Migrant parents need more access to community resources to meet their health needs.
- ▶ Migrant parents need more educational resources to assist their children in the home.

English/Language Arts Achievement

- ▶ The level of proficiency of K-3 migrant students needs to increase to be comparable to non-migrant peers.
- ▶ The percentage of 3rd-12th grade students scoring proficient in ELA needs to increase by 31%.
- ▶ Migrant students need targeted support to increase student engagement.
- ▶ A greater percentage of migrant families need to have access to the resources needed to support ELA academic development in the home environment.

Mathematic Achievement

- ▶ The achievement gap between migrant students scoring proficient or advanced on ISAT and all sub-groups of students needs to decrease.
- ▶ Migrant parents need assistance with math knowledge/homework to be able to support their children.

Graduation from High School

- ▶ The percentage of migrant students graduating from high school needs to increase by 12%
- ▶ The percentage of secondary migrant students receiving instructional services needs to increase by 63%.
- ▶ Migrant students need more opportunities to form meaningful connections as they transition into a new school.
- ▶ The number of students who receive information about graduation requirements and school systems needs to increase.
- ▶ Migrant students need more access to health services.

Idaho's MPOs and statewide service delivery strategies in the four areas of school readiness, English/language arts, mathematics, and high school graduation were designed to guide the planning, implementation, and evaluation of the

migrant education program in the State. The MPOs and key strategies in all four areas are in Appendix C. Note that for each area, key strategies that are **bolded** are high priority and required for implementation by all funded local MEPs.

Resources for the Four Goal Areas within Service Delivery Plan

Migrant education programs should be implemented in accordance with the State Service Delivery Plan and the provisions described in the previous section. Idaho operates supplemental school readiness and family literacy services as well as programs for school-aged children, out-of-school youth, and supportive services such as health/nutrition, counseling, and referrals to community services. The programs and services described below are important resources for the implementation of MEPs in Idaho.

School Readiness through Early Childhood (PreK)

Staff may work with families of preschool children ages 3 to 5 to place migrant children in early childhood programs such as Head Start, Early Intervention, day care facilities, family literacy programs, or pre-K programs. School readiness learning programs can be provided in the home to parent and child. School readiness has been identified in Idaho's SDP as one of the four main components.

The Idaho MEP is committed to supporting early childhood education opportunities for migrant families. Helping young migrant children be ready for school is accomplished directly through migrant programs that have preschool programs, either site based or home visiting based. It can also be delivered through coordination with service agencies whose mission is to provide high quality early childhood education, parenting, parent literacy, and/or parent and child interactive literacy. Examples of coordination activities to promote school readiness include:

Preschool Initiative Consortium (CIG) – Preschool Initiative (PI) is funded through a Consortium Incentive Grant (CIG) from the U.S. Department of Education's Office of Migrant Education (OME). Idaho is part of the consortium. Our goals are to expand the capacity of state and local Migrant Education Programs (MEPs) to serve migrant preschool children; ensure that more services are provided to migrant 3-5 year-old children and that these children demonstrate substantial and measurable educational gains; and to disseminate evidence-based promising practices developed by PI to the national MEP community and other communities. For more information visit <http://www.preschoolinitiative.org/>.

Early Childhood Information Clearinghouse (ECIC) – The ECIE provides information about young children with a focus on birth through age eight, including links to Idaho programs, worldwide information, current practice and research, and child development information. The scope of the ECIC includes issues related to skills needed and resources available for parents, caregiver, and early childhood professionals. Visit the ECIC at <http://www.healthandwelfare.idaho.gov/Default.aspx?TabId=80>

Idaho Association for the Education of Young Children – The Idaho AEYC is a non-profit organization, Idaho affiliate of the National Association for the Education of Young Children (NAEYC). Idaho AEYC supports quality early care and education for all children, from birth through age eight, and promotes excellence in early childhood education wherever children grow and learn. For information and resources visit: <http://idahoeayc.org/>

Idaho Association for Infant and Early Childhood Mental Health – The Idaho Association for Infant and Early Childhood Mental Health was organized to operate for scientific, charitable, professional, and educational purposes to promote and support nurturing relationships for women who are pregnant and children birth through age five, or until they enter school, to provide the essential formative context in which every child has the opportunity to acquire basic emotional, cognitive and social capacities and attitudes which, in turn, influence all later development. For more information visit: <http://www.aimearlyidaho.org/>

Migrant and Seasonal Head Start (Community Council of Idaho) – With several locations in Idaho, this agency provides early childhood education programs for migrant and seasonal farmworkers' children and families. It promotes the success of children in school and later in life by providing comprehensive services in early childhood education, nutrition, health/wellness, social services, and parent involvement. For more information, visit http://www.communitycouncilofidaho.org/head_start.

Head Start and Early Head Start (Community Action Partnerships) – These community-based organizations offer many services to low income families. Specifically, they have locations in very rural communities to help families with a variety of social and educational services. For more information and listings of where to look for various parts of Idaho visit Community Action Partnership Association of Idaho at <http://www.idahocommunityaction.org/>

English Language Arts and Mathematics

In order to help migrant students meet State reading and mathematics standards, certified staff or academic paraprofessionals provide English language arts and mathematics instruction or tutoring beyond that which is provided through the general school program.

Supplementary instruction may include carrying out individualized literacy, English language development, or math concepts/problem solving activities in small groups or one-on-one during the regular school day, during the summer, or in before and after school programs. For examples of supplementary instructional services in reading, writing, language, and mathematics, see the Idaho Migrant Education Service Delivery Plan on the State website at <http://www.sde.idaho.gov/el-migrant/migrant/files/migrant-services/sdp/2014-Service-Delivery-Plan.pdf>.

The Idaho State Department of Education website has a wealth of information regarding services in a variety of content areas, including English/Language Arts and Mathematics. Academic Services, Support & Professional Development can be found at <http://www.sde.idaho.gov/academic/index.html>. Subject areas include everything from Arts and Humanities to Technology. In addition, there is a link to ERL the Educational Resource Library which includes searchable information regarding professional development offered in Idaho.

High School Graduation

Schools that serve migrant students need to obtain records and educational data from other schools in which migrant students have previously been enrolled in order to obtain school information and data on credits accrued. All migrant students in grades 9-12 should be contacted by migrant personnel to discuss deficiencies in coursework toward graduation that are listed on the educational record. This meeting is to discuss the requirements and encourage high school aged youth to enroll in coursework to correct any deficiencies. Eligible out-of-school youth are served through resource coordination, dropout recovery, and graduation/career planning and services.

Migrant youth need strong and supportive graduation advocates within the school community to guide, mentor and support their efforts to graduate. Positive, supportive, and ongoing relationships between students and

migrant staff are important to establish a productive and healthy support system. Migrant personnel provide an important link between student and families with schools and community agencies.

Idaho MEPs should provide a range of instructional and support services for secondary services through a variety of service delivery models based on the state's CNA and SDP. In addition, consortium incentive grants provide resources and promising practices that programs can use to improve services. Recommended components for a well-rounded program for secondary-aged students include:

In-school Tutoring and Instructional Services

- ▶ Provide access to **bilingual resources** that are *supplemental* to those provided through the Title III program to help facilitate understanding of the content. Migrant students who are literate in their primary language will readily transfer content area skills to English with appropriate instruction under the State LEP or Title III programs.
- ▶ Provide students the **opportunity to recover lost credits**. Provide opportunities for credit recovery with staff support at a variety of times; during the school day, before or after school or during the summer or school breaks. These can be face to face, correspondence, or digital distance learning. Provide the tools, including technology and supplies.
- ▶ Provide access to **supplemental classes** and additional support through **individualized tutoring** instruction that is *supplemental* to the general education, Title I-A, and other services provided. Migrant support programs should provide additional support for students who manifest academic difficulties or signs of falling behind in English development. Provide **academic support classes** that provide instruction in becoming a successful student, self-advocate, and independent learner (i.e. AVID).
- ▶ Provide a migrant staff member, sometimes called a **graduation specialist**, to mentor students and help them negotiate secondary school areas such as credits, homework, self-advocacy, college and career planning. This person should also closely monitor student progress toward graduation and communicate with parents frequently.

Services in the Accrual of Credits Toward Graduation

- ▶ Help the student develop a continuous relationship with school counselors
- ▶ Counselors need to create a graduation plan for proper placement into classes
- ▶ Provide one-on-one help with creating a 4-Year Educational Plan
- ▶ Organize the master schedule around what is best for migrant students; create the master schedule with special populations in mind first.
- ▶ Enroll students in an alternative credit accrual/credit recovery program
- ▶ Provide access to a graduation specialist
- ▶ Provide access to alternative credit accrual options such as PASS courses

Inter-and Intrastate Agency Coordination

Ensure **educational continuity** between districts and states. Provide both adult and peer support to help students navigate the new school and new schedule. For migrant students who have moved through many districts and programs, conduct thorough assessments at intake to identify student needs and design their program accordingly. Contact previous districts and programs for educational information.

Refer students to and assist participation in community and school resources such as:

- ▶ English Language Development (ELD) Classes
- ▶ Alternative/Adult Options
- ▶ Native Language Content Classes
- ▶ Newcomer Centers

Access to Postsecondary Education and Funding Opportunities

Help migrant student take advantage of opportunities available to prepare them for college or technical training past high school. Idaho offers student the opportunity to earn college and technical competency credits in addition to Advance Placement and International Baccalaureate. Funding is available through the Fast Forward program funded by Idaho to pay for these classes. Help with planning for the future is also provided. For more information, visit advanced opportunities: <http://www.sde.idaho.gov/student-engagement/advanced-ops/index.html> and collaborate with the local high school counselor.

Design and implement supplemental educational services that prepare migrant students postsecondary education through university visits, counseling on postsecondary options, and paths to scholarships, particularly the CAMP scholarship when available.

Provide postsecondary information to parents. Educate parents on college admissions, preparation and financing processes, so they can understand how to manage the transition from high school into college education for their children.

Serving Out-of-School Youth (OSY)

Historically, the majority of migrant education program services have been provided to school-aged migrant students. Migrant-eligible OSY are youth that have left school prior to graduation or are working and need access to educational programming such as GED or ESL. Resources needed include career education counseling and programs that provide training in basic literacy, ESL (when needed), content area studies, community-based resources, etc. Following is a brief description of some existing programs that are useful to OSY.

Adult Basic Education (ABE) is for those who have left school and need basic literacy, second-language training, and/or basic mathematical skills.

High School Equivalency Program (HEP) is a competitive award to agencies through the Office of Migrant Education to serve youth who are 16 years or age or older and not currently enrolled in school to obtain the equivalent of a high school diploma.

General Equivalency Diploma (GED) programs are for those who have the basic skills but lack a high school diploma.

Portable Assisted Study Sequence (PASS) programs are free for migrant students with units to be completed semi-independently or with the help of a tutor. Upon completion of a given course of study, high school credit is issued by the PASS sponsoring school. For more information, contact the Idaho State Department of Education at 208-332-6907 or visit www.sde.idaho.gov.

Recruiting Out-of-School Youth

Some approaches that have been found to be effective in recruiting OSY are:

Connecting with youth where they are; going to those places where young people are most likely to be found, such as parks, recreation centers, shopping malls, health clinics, clubs, movie theatres, community-based and faith-based organizations, day labor agencies, unemployment offices, emergency food programs and homeless.

Canvass homes door-to-door, stores, and community centers, particularly in neighborhoods where youth are most likely to be eligible for services. Utilize strategies such as walking through the neighborhood, engaging youth and others in conversation about the program, distributing brief, easy-to-read, colorful flyers or brochures.

Use a “sector approach”, dividing the community geographically into areas and combining with a neighboring liaison to visit these areas. In some organizations, staff has posted a large map of their target area highlighted and

post flags or post-it notes to remind them of what is targeted, what is not, and what needs to be done in the many neighborhoods and communities.

Schedule recruitment activities during evening and weekend hours to target those youths who may have been missed during the day.

Collaborate with partner agencies, community and faith-based organizations, local government and non-government entities, and schools to recruit the hardest-to-reach youth. Actively involve community partners on the outreach and recruitment team.

More information and resources for OSY can be accessed at <http://www.osymigrant.org/>.

Types of Student Services

MEP-funded support services include, but are not limited to, health, nutrition, counseling, and social services for migrant families; necessary educational supplies; and transportation. Some LEAs employ graduation specialists to provide educational support and assistance. Examples include:

Referred Services

Educational or educationally related services provided from the non-MEP programs or organizations that otherwise would not have been obtained by migrant children, but are obtained for migrant children through the efforts of MEP funded personnel. An example of this would be a referral to the Lion's club for glasses. Referred services often provide needed support in the home so that the student is able to focus on his or her studies and can include referrals to food banks, faith-based organizations for clothing and household items, and agencies that provide services to families in difficulties. It must be a referral from a migrant staff person to a non-migrant funded services.

Supportive Services

Supportive services are those that are provided by migrant funded school district staff, but are not instructional services. As such, they include a wide variety of services provided to students. The characteristic they all have in common is that they help students succeed in school.

Counseling Service – Services to help a student better identify and enhance his or her educational, personal or occupational potential; relate his or her abilities, emotions and aptitudes to educational and career opportunities; utilize his or her abilities in formulating realistic plans; and achieve satisfying personal and social development. These activities take place between one or more counselors and one or more students as counselees, between students and students, and between counselors and other staff members. The services can also help the child address life problems or personal crisis's resulting from the culture of migrancy.

Collaboration with College Assistance Migrant Program (CAMP) – The CAMP program offers migrant students financial and academic aid to attend a participating University. Students receive individual guidance and support from CAMP staff during their first year on campus.

Collaboration with local universities – Local university admissions departments often have a minority recruiter who will organize and support college visits for migrant students.

Health Services – The Idaho MEP provides health referrals and information to students and families through a number of health care partnerships.

School Supplies – Students may receive a school supplies backpack, the use of learning technology, and weather appropriate clothing, such as coats, gloves, etc.

Advocacy – Provide a graduation specialist or mentor to work with migrant students, tracking student progress towards graduation by monitoring grades, attendance, and behavior. This person works as the student advocate with teachers and other staff, in addition to providing clear lines of communication between parents and the school.

Instructional Services

Instructional services can include tutoring, classes at the secondary level, before or after school programs, summer school. What these have in common, is that a migrant funded staff person is providing instruction to a student or group of students. This person should be highly qualified (e.g. have the skills, education, and support to provide high quality instruction).

Continuation of Services

For migrant children who complete their eligibility during a school term, there are provisions so that they remain eligible for services until the end of the school term. A migrant child who is no longer eligible may continue to receive services one additional school year, but only if comparable services are not available through other programs. Secondary school students who are eligible for services in secondary school may continue to be served through credit accrual programs until graduation. [1304(e)]. See Appendix D for guidance on making the determination on which students should receive continuation of services for (1) a term, (2) an additional year, or (3) until graduation for credit accrual.

Priority for Services

As part of the ESSA requirements for Title I, Part C, every State must set its priorities for services; likewise, every local MEP program in every State is required to maintain a list of eligible migrant students as well as a listing of the students actually receiving migrant services to clarify whether or not a student is designated as Priority for Services (PFS).

Determining which migrant students receive priority for services is put into place through the SDP as part of the State activity in which Idaho sets its performance goals, targets, and benchmarks to ensure the appropriate delivery of migrant student services.

Title I-C Sec 1304 (d) of ESEA defines Priority for Services (PFS) as follows: The statutory priority to **FIRST** serve children who are failing, or most at risk of failing, to meet the State's challenging State academic content standards; **AND** whose education has been interrupted during the regular school year.

Determining priority for services is done each year in LEAs every year in the fall, when students first return to school. In Idaho, the definition of PFS is operationalized through the meeting at least one criterion in Academic Risk and have an educational interruption as described below:

Academic Risk

- **Criteria 1a:** Student has Idaho Assessment Scores. [1304 (d)(1)]

A student qualifies who is not proficient on a state assessment:

ASSESSMENTS	SCORES
WAPT & ACCESS	Less than a 5 on the overall test or less than 5 on any subtest
ISAT English Language Arts, Math, Science	Less than a 3 on any test
IRI	Less than a 3

- **Criteria 1b:** Student has no Idaho Assessment Scores.

A student who lacks assessments qualifies if he/she has shown lack of academic proficiency on another objective measure:

OBJECTIVE MEASURES* see back for examples	CRITERIA
District Assessments, RTI Screeners, or progress monitoring assessments	Less than proficient for grade level expectations
Lacks credit(s)	Missing credit(s) needed for graduation
Other state's assessment	Less than proficient on a state assessment from another stat (MSIX)

- **Criteria 2:** Student has dropped out of school. [1304 (d)(2)]

Educational Interruption

- **Criteria:** Student has moved. The move must be:
- a qualifying move
 - during the regular school year (Does not include summer moves.)
 - within the last 12 months.

Students who are identified must receive services first, ahead of other migrant students. In districts that are able to serve every migrant child, those identified as priority for services should be served with greater intensity due to the pre-determined risk they face.

Professional Development and Technical Assistance

State Resources for Professional Development

At <http://www.sde.idaho.gov/el-migrant/migrant/index.html> the Idaho MEP provides web resources, information on various topics of interest, operating procedures for identification and recruitment, guidance, forms, useful links, and a calendar upcoming events;

State content standards are located on the Idaho Department of Education website found at:

<http://sde.idaho.gov/academic/standards/>

State professional development information on a large variety of topics can be found at <https://erl.sde.idaho.gov>.

Staff development for local and State MEP staff that embraces professional development processes, strategies, and activities that features to further staff knowledge, encourage application of learning, and feature impact to support staff professional growth with a focus on migrant student learning.

The Idaho **State** migrant education program and its **local** education agencies offer professional development activities such as: a fall meeting for local MEP directors and coordinators; twice annual statewide trainings and meetings for recruiters and coordinators; twice annual regional trainings on ID&R and data collection; a spring training for CFSGA; and individual site and statewide MEP technical assistance opportunities.

National Resources for Professional Development

Federal resources for Educational Excellence sponsored by the U.S. Department of Education reports on effective educational programs, practices, and products. For example, information is available about reading, mathematics, middle school curriculum, dropout prevention, early childhood education, and English language learners. For more information, visit www.free.ed.gov/displaydate.cfm

The Migrant Services Directory: Organizations and Resources provides summaries and contact information for major Federal programs and national organizations that serve migrant farmworkers and their families. The directory can be used as a tool for increasing coordination among programs and organizations that serve the same client population. It is somewhat outdated (2003), but has good information. For more information, visit www.ed.gov/about/offices/list/oese/ome/migrantdirectory.pdf

The Office of Migrant Education (OME) of the U.S. Department of Education, administers grant programs that provide academic and supportive services to eligible migrant students who are uniquely affected by the combined effects of poverty, language and cultural barriers, and the migratory lifestyle to assist them to meet the same challenging academic content and student academic achievement standards that are expected of all children. OME sponsors workshops, institutes, and meetings (e.g., the annual MEP Directors' meeting). For more information, visit <https://results.ed.gov/>.

Sponsored by the Geneseo Migrant Center, the books listed in the Migrant Library serve as an introduction to migrant farmworker literature, both fiction and non-fiction. These resources may be useful inside the classroom, for research, or to increase understanding of the migrant experience in other areas. For more information, www.migrantlibrary.org

The National Association of State Directors of Migrant Education (NSDME) offers its annual National Migrant Education Conference held in the spring. Idaho sends staff to this event to learn strategies in curriculum and instruction, parent involvement, assessment, identification and recruitment, and migrant program administration.

The Identification and Recruitment Forum is a national conference focused on best practices in finding and identifying migrant students and serving their needs. It is put on by ESCORT annually in the fall. ESCORT also has an ID&R Center online that is useful for reviewing the district's ID&R plan. This organization also maintains the national toll-free migrant hotline and various recruiting tools. For more information, visit: <http://www.escort.org>

Office of Migrant Education (OME), provides excellent leadership, technical assistance, and financial support to improve the educational opportunities and academic success of migrant children, youth, agricultural workers and fishers, and their families. Website found at <http://www2.ed.gov/about/offices/list/oese/ome/index.html>;

Colorín Colorado is a bilingual site for families and educators of English Language Learners. Website found at <http://www.colorincolorado.org/>;

Parent Involvement

The State MEP and its subgrantees must establish and consult with PACs in the planning and operation of regular year MEPs. Specifically, grantees must establish a PAC with representation of eligible migrant parents and the State agency must establish a Statewide PAC with representation from the LEAs (eligible migrant parents).

Migrant PAC membership should consist primarily of migrant parents or the guardians of eligible migrant children. The PAC can also include district personnel who represent the interests of migrant parents. Members can be selected in the following ways: election, volunteering, nomination and /or appointment. The PAC should consist of no less than 5 members, if possible. The goals of the Migrant PAC are:

- ▶ To provide parents the opportunities to express concerns in the planning, implementation and evaluation of the MEP;
- ▶ To provide parents with the knowledge and skills needed to be an effective advocate for their child; and
- ▶ To provide parents the opportunities to provide support to school programs.

Migrant PACs function to advise the LEA on concerns of migrant parents that relate to the planning, operation, and evaluation of the LEAs MEP [NRG 2010, B2.]. In addition, they provide input to assist in establishing effective programs to improve student academic achievement and school performance and provide suggestions and ideas regarding the effectiveness and improvement of the LEAs MEP.

Local MEPs should try to select PAC members that are representative of their migrant parent population. Although there are a number of ways to select PAC members, to the extent feasible, parents of eligible migrant children should elect members of the PAC. In some instances, elections may not be possible due to mobility. If elections are not possible, the LEA may select members by appointing volunteers or those nominated by other parents, teachers, or administrators. In any event, the method the SEA or local education agency selects should provide for maximum parental participation.

Local projects should ensure that participating schools provide full opportunities for the participation of parents with limited English proficiency or with disabilities, including providing information on school profiles in a language and form such parents understand. Examples of parent involvement strategies that focus on the parents of students with limited English proficiency include, but are not limited to, the use of bilingual and bicultural recruiter/family liaisons and translators/interpreters for meetings, cultural awareness and language classes for teachers and other school staff working to build ties between home and school.





IV. Fiscal and Program Requirements

Idaho Subgranting Procedures

Requirements and Procedures for Funding as a Subgrantee of ISDE

The U.S. Department of Education allocates Title I, Part C Migrant Education Program funds to States through a statutory formula based primarily on the State's migrant student count, the number of migrant children who receive summer or intersession services, and the cost of education in each State. State education agencies are authorized to make subgrants to local education agencies that serve migrant students.

In the State of Idaho, the total MEP funds available to LEAs is divided by the Statewide Count, determined by the factors and weights in the chart below, to produce the Per Pupil Expenditure (PPE). The PPE is multiplied by each LEA's count to produce their allocation for the given fiscal year. Prior to determining the total amount available to distribute to LEAs through this formula, the State first subtracts the funds needed to administer the program, as well as funds for other requirements (e.g., ID&R, program evaluation), then the rest of the allocation is divided by the Statewide Count.

Factor	Weight
✓ PK/UG Count	.25
✓ Regular Term K-12 Count	1.00
✓ Move in Regular School Year Count	.30
✓ Move in 0-12 Month Count	.30
✓ EL Count	.30
✓ Summer Count	1.00
✓ Priority for Services Count	1.00
✓ Title I Count	.30

In determining the amount of a subgrant, ISDE must distribute funds based on the requirements in section 1304(b)(5) of ESSA. Factors SDE must take into account are:

- ▶ the number of migrant children;
- ▶ the needs of migrant children;
- ▶ the statutory priority to FIRST serve children who are failing, or most at risk of failing, to meet the State's challenging State academic content standards; AND whose education has been interrupted during the regular school year; and
- ▶ the availability of funds from other Federal, State, and local programs.

There are several factors that are used in determining "most in need" (this also refers to Idaho's Priority for Services [PFS] definition). To receive priority for services, migrant students must meet at least one criteria of academic risk and educational interruption as discussed in the PFS section, in the previous section on Planning and Delivering Services.

Migrant Education Program funds are provided to assist schools in meeting the unique needs of migrant eligible students in achieving state academic content standards that all children are expected to meet. Because frequent moves disrupt a child's educational program, MEP resources are available to provide additional resources *beyond* what a school ordinarily provides to all students. They are supplemental funds to provide extra and/or intensive assistance to help migrant learners meet State expectations for achievement because of the negative impact of frequent moves.

MEP services are the educational/educationally-related activities that:

- ▶ Directly benefit a migrant child;
- ▶ Address a need of a migrant child consistent with the State's comprehensive needs assessment and service delivery plan
- ▶ Are grounded in scientifically-based research. Or, in the case of support services, are a generally accepted practice; and
- ▶ Are designed to enable the program to meet its measurable outcomes and contribute to the achievement of the state's performance targets.

Strategies for providing services to meet the needs of the migrant student population vary throughout the state depending on the availability of other programs and services and on the fiscal resources of the MEP. Based on the number of migratory students in a district, programs are either offered year-round and/or during the summer. Supplemental services may include but are not limited to: English as a second language instruction; tutoring, computer literacy instruction; family literacy; general education diploma (GED) preparation; and outreach/advocacy work to increase the quality of nutritional, health, and dental care. In all cases, care must be taken supplement, not supplant, services already available to all student, including migrant students.

Migrant funds must be used to address MEP priorities determined through a CNA as discussed previously. The Idaho MEP has identified the following program priorities as explained in the previous section:

1. School Readiness
2. English/language arts Achievement
3. Mathematics Achievement
4. High School Graduation

LEAs are required to provide the following activities using MEP funds (or other funds) to address the unique needs of migrant children:

- ▶ Identification and recruitment
- ▶ Supplemental instructional and support services
- ▶ Social services referrals
- ▶ Professional development
- ▶ Student data reporting
- ▶ Parent involvement and a local Migrant Parent Advisory Council (PAC).
- ▶ Program administration:
- ▶ Comprehensive needs assessment
- ▶ Annual Consolidated Federal and State Grant Application (CFSGA)
- ▶ Services planning, implementation, monitoring, and supervision
- ▶ Annual program evaluation



Use of Resources

In preparing local applications, it is required to consult with members of the school MEP Parent Advisory Council for input on use of these funds. Again, these resources should be used to *supplement* regular instructional programs to enable migrant students to perform better in school and on State assessments.

Consideration should be given to instructional programs, materials, and equipment that challenge student learners who may have difficulty learning in standard educational environments. The statewide activities for migrant students are included in the Idaho MEP Service Delivery Plan found on the ISDE website at the Migrant Education Program page at: <http://www.sde.idaho.gov/el-migrant/migrant/files/migrant-services/sdp/2014-Service-Delivery-Plan.pdf>.

Funds may be used for additional personnel to support student learning, including student mentoring and advocacy, strengthening home and school relations, parent involvement activities, extended learning opportunities for students, professional development for staff working with migrant students and student transportation where none is available. Applicants may apply for both regular term projects, and/or summer or intersession projects.

Flexibility Provisions

As the MEP grantee, the State of Idaho has great flexibility in determining the best way to distribute MEP funds among subgrantees. However, in exercising this flexibility, the State is responsible for ensuring that the subgrant procedures take into account the numbers and needs of migrant children, the priority for services, and the availability of other State, local, and Federal funds. The Idaho State Department of Education follows the same regulation as Title I-Part A in regards to carryover. Districts can only carry over 15% of the previous year's allocation. They can request a waiver only once every three years.

In accordance with the MEP Non-Regulatory Guidance (October 2010), the amount of funds that local education agencies have received in the previous year is not a factor in subgranting MEP funds the next year.

How to Apply for Migrant Funds as a Subgrantee

To apply for MEP funds, an LEA needs to complete the Consolidated Federal and State Grant Application. The MEP Supplemental Information tab specifies that through the Comprehensive Plan, Idaho's Measurable Program Outcomes (MPOs) and statewide service delivery strategies in the four areas of school readiness, English/language arts, mathematics, and high school graduation were designed and put into place to guide the planning, implementation, and evaluation of the migrant education program in the state. Applicants are asked to choose from the strategies/activities in the application (from the State MEP SDP) those that the site will use to meet the various measurable objectives. While districts can choose those that match needs identified by the local CNA, some are required as they match more universal migrant needs.

When applying for MEP funds, it is helpful to consider questions such as those below in preparing to complete the application.

- ☒ Have you completed a local needs assessment? Do you have data that includes student achievement data for migrant and non-migrant students, surveys (staff, parents, and students as applicable)? Do you have other outcome data (e.g., graduation rate and dropout rate for migrant vs. non-migrant students)?
- ☒ Are you able to make a clear connection between the needs identified through the local CNA and the strategies that you have identified for delivering MEP services?

- ☑ Have migrant parents been involved in the application planning meetings to obtain their input on the design of the MEP?
- ☑ Have you identified other resources and sources of funding (local, regional, State and Federal) that could be used to provide appropriate services to migrant students?
- ☑ Do you have a plan for collecting data and evaluating the effectiveness of the MEP services that you will be providing?

For technical assistance in completing the subgrant application, applicants may contact the Idaho State Department of Education. This is especially recommended for new grantees and new MEP directors/coordinators. Technical assistance can be scheduled at any time.

Annual Consolidated Federal and State Grant Application

Completing the Consolidated Federal and State Grant Application is a complex task. Districts who have a continuing migrant project or those who have been approved to start one must complete the application for each school year the summer before the school year by June 30th. This section of the manual will help you complete the application by providing important background information.

Funds for MEPs are used only for programs and projects, including the acquisition of equipment, in accordance with Federal regulations (Section 1306(b) of Title I-C of the *Every Student Succeeds Act* of 2015). Funds can also be used to coordinate such programs and projects with similar programs and projects within the State and in other States, as well as with other Federal programs that can benefit migratory children and their families [Section 1304(c)(1)].

Programs and projects funded under the MEP are carried out in a manner consistent with the objectives of section 1114, subsections (b) and (d) of section 1115, subsections (b) and (c) of section 1118, and part F and must be used to provide a continuum of services that address the needs of migratory children that are not met by services available from other Federal and non-Federal programs.

Program Purpose

Migrant funds are to be used for programs that result in high-quality and comprehensive education programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves. Programs are to ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and State academic content and student academic achievement standards.

Migrant programs should be designed to help eligible migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the students' ability to do well in school, and to prepare them to make successful transition to postsecondary education or employment. [1301]

Consultation with Migrant Parents

In the planning and operation for programs and projects at the State, school, and district, there must be consultation with migrant parent advisory councils (PACs) for programs of one school year in duration. This

requirement is to ensure that programs are carried out in a manner that provides for the same parental involvement as is required under Title I-A and other Federal programs unless extraordinary circumstances make this provision impractical in a format and language understandable to the parents.

Size, Scope, and Quality Requirements

School districts seeking to be a sub-grantee of Title I-C and receive funds to operate an MEP to serve eligible migrant students must ensure the following:

- ▶ migratory students will have access to the same basic educational services available to non-migratory students in the district
- ▶ MEP funds will be used to provide supplemental services, and not supplant other funding sources (i.e. MEP funds will not be used for services that are provided using funds from other programs including those under Title I, Part A.)
- ▶ MEP funds will address the special educational needs, based on a needs assessment, of migratory students that result from the effects of their migratory lifestyle or are needed to permit migratory children to participate effectively in school
- ▶ Title I-C funded programs will be of sufficient size, scope, and quality that will help migrant students achieve the challenging standards set by the State of Idaho for all children.

In designing a supplemental program to comply with this requirement, a district needs to consider and describe how it will respond to the problems migratory students are encountering, as identified in the local needs assessment and how the delivery system available in the district will be coordinated to provide the indicated services or the additional services needed and not currently available, including the educational needs of preschool migratory children and students who have dropped out of school.

Size of program – The size of the MEP designed by a local district must be commensurate with the number of participating students and resources available.

Scope of Program – School districts must describe how they will give priority to provision of special services for migrant students most in need through Title I-C funds as a supplement to the district's basic educational program. All services provided to eligible migrant students must be designed to help those students achieve in educational programs in English, mathematics, science, the social sciences, second languages, the arts, health and physical education as outlined in Idaho's Standards. Decisions about what courses to teach and what curriculum to include in those courses are local decisions.

Districts must describe how the effectiveness of Title I Part C programs will be determined, using the same approaches and standards that will be used to assess the performance of students, schools and LEAs under Title I Part A. To the extent feasible, MEPs should also provide for advocacy and outreach activities for migratory children and their families, including informing migrant children and families, or helping them gain access to other education, health, nutrition, and social services.

In addition, MEPs should provide for **professional development** programs, specifically for meeting the unique needs of migratory children including mentoring for teachers and all school administrators. Based on the availability of resources, programs may also consider providing for **family literacy programs**. Whenever possible, the integration of **information technology** into educational and related programs should occur. Programs and projects serving **secondary school migratory students** should facilitate the transition of secondary school students to postsecondary education or employment.

Quality of Program – Districts must describe how eligible migrant students will have access to core knowledge and skills required for achieving the State’s challenging standards and how students will be assessed based on the State’s content standards.

Use of Funds in Staffing

In recruiting personnel for Title I-C MEPs, the same consideration must be given to State and Federal affirmative action and equal employment opportunities as applies in recruiting personnel funded from other sources. In addition, strong consideration should be given to selecting staff members who are qualified to serve the specific needs of Title I Part C students and families with respect to skills development and linguistic and cultural competence.

Push-in Programs

There may be times when projects have Title I-C staff providing program services in classrooms with non-eligible students present. Following are some special considerations when this occurs:

- ▶ If services are provided in the regular classroom or in other settings in which children other than those certified as eligible to participate are present, these services must be directed to the eligible migrant children so that the effectiveness of the services is not impaired by the presence of non-eligible children.
- ▶ Services must be provided first to migrant students with Priority for Service.
- ▶ Any staff member who is fully or partially funded through Title I-C MEP funds can only provide supplementary services to migrant students during the migrant funded portion of his or her day in alignment with the activities the district has selected in the CFSGA.

Funds awarded to an LEA to provide services under Title I-C should be clearly viewed as supplemental to the basic educational services regularly provided to students. General education assistant positions cannot be supported by a Title I-C project unless the services are in alignment with the MEP Service Delivery Plan and approved in the CFSGA. Title I Part C funds are not to be used to support general school activities, these must clearly be above and beyond the activities regularly provided by local funds. In addition, Title I Part C funds cannot be used for activities previously provided by local funds.

Salaries Funded by More Than One Funding Source

As stated in the Non-Regulatory Guidance (October 2010), “A grantee must maintain appropriate time distribution records. Actual costs charged to each program must be based on the employee’s time distribution records. For instructional staff, including teachers and instructional aides, class schedules that specify the time that such staff members devote to MEP activities may be used to demonstrate compliance with the requirement for time distribution records so long as there is corroborating evidence that the staff members actually carried out the schedules.”

Substituting

Title I-C funded teachers or education assistants should not be called upon to substitute when regular staff is absent. Not only is this a clear violation of the intent of the law, but students eligible for services under Title I-C are deprived of the continuity of the special services they need.

Special Education

Local Education Agencies must not use Title I-C staff to maintain records, write IEPs, translate at meetings, or perform other duties related to students with disabilities under IDEA. These activities should be funded by the LEA

through the resources available for those responsibilities, not by Title I Part C funds. Any time a Title I Part C funded staff performs duties not called for in the project application, the LEA is open to a charge of supplanting.

Supervisory Duties

Personnel paid entirely with Title I-C funds may be assigned to certain “limited, rotating, supervisory duties not related to classroom instruction, the benefits of which are not limited to Title I Part C eligible children.” Such duties may include only those to which similarly situated personnel, not paid with Title IC funds are assigned at the same school site and for which those similarly situated personnel are paid. Examples of the types of duties that may qualify include hall duty, lunchroom supervision, playground supervision and other tasks commonly shared among the staff at the school.

Professional Development

Under Section 1119(g) of Title I-A, personnel paid with funds received under this part may participate in general professional development and school planning activities; and assume limited duties that are assigned to similar personnel who are not so paid, including duties beyond classroom instruction or that do not benefit participating children, so long as the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same.

Comparable Salaries

Education assistants play an important role in the success of Title I-C programs. Local education agencies should be aware of the regulations concerning the employment and use of these positions. As previously indicated, salaries for these positions should be comparable with the LEA salary schedule. In the absence of such a schedule, LEAs should be guided by the State average pay for education assistant positions.

Translation

Migrant funded education assistants should not be seen as the source for translation or instruction for students for whom English is a second language. These students should be served through State EL and Title III services. Further, liaisons may not translate for parent-teacher conferences or IEP meetings while paid out of Title 1-C funds, as providing translators for such meetings is a requirement of the Civil Rights Act and the Individuals with Disabilities Education Act (IDEA). As such, using migrant funded staff to interpret is supplanting since interpreters are required by law regardless of participation in the migrant program. It is permissible for a liaison to translate if paid to do this out of other funds, outside of his or her regularly scheduled migrant hours. Local education agencies should be guided by the requirements of the Civil Rights Act in these matters. Staff of ISDE can provide assistance in this area.

Fiscal Management

Supplement vs. Supplant, Parallel, and Duplicate Programs – Title I-C funds are provided to administer programs that will *supplement* the programs supported by general funds. Title I-C funds cannot be used to supplant or duplicate programs or activities funded with State, local, or Title I-A funds. Any services provided by the district funded by State, local, or Title I-A funds must also be provided without cost to Title I-C students.

Budget Amendments – Migrant project areas are expected to expend funds according to the categories proposed in the application. Occasionally, it may be necessary to shift line item budget amounts due to higher costs or inability to hire the anticipated staff. The State Title I-C office has authorized two methods by which budget amendments may be made.

- ▶ Amounts of less than 5% may be moved from one line item (function, object) to another by the area fiscal office without state coordinator approval. All budget changes must be approved by the LEA migrant coordinator.
- ▶ For moving amounts greater than 5%, the program must make adjustments to the budget in the Consolidated Federal and State Grant Application (CFSGA) at the end of the year. In order to do this, request that the plan be opened by the State grant specialist and make the changes. Then re-submit the plan and notify the State MEP coordinator for approval.
- ▶ For amounts that will significantly affect the delivery of migrant services as outlined by the district in the approved CFSGA for the current year, consult with the State MEP coordinator prior to making budget adjustments.

Use of Funds for Parent and Teacher Involvement – An LEA may use Title I-C funds to pay costs that are reasonable and necessary for the effective implementation of its plan for consultation with parents and teachers, including costs associated with meetings and other appropriate activities (See the Non-Regulatory Guidance [October 2010] on parent involvement available at <http://www2.ed.gov/programs/mep/legislation.html>).

Accountability for Equipment – The LEA must maintain a current inventory of any equipment, including computing devices purchased with Federal funds (2 CFR §200.33; 2 CFR §200.94; 2 CFR §200.20). A separate inventory must be maintained for these items purchased with migrant funds.

Definitions:

Equipment means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the District for financial statement purposes or \$5000 (2 CFR §200.33).

Supplies means all tangible personal property other than those described in §200.33 Equipment. A computing device is a supply if the acquisition cost is less than the lesser of the capitalization level established by the District for financial statement purposes or \$5000, regardless of the length of its useful life (2 CFR §200.94).

Computing devices means machines used to acquire, store, analyze, process, and publish data and other information electronically, including accessories for printing, transmitting and receiving, or storing electronic information (2CFR §200.20).

Physical inventory should be taken each year. The following steps are outlined to assist in taking a physical inventory:

1. Locate item.
2. If an item is missing, report description (i.e., serial number, date of purchase, purchase price).
3. If equipment has been transferred to another school, print new location.
4. Minimum information required on new equipment is as follows: 1) description; 2) purchase date; and 3) purchase price.

For additional information on equipment, see OME's Non-Regulatory Guidance (October 2010) website, Chapter X, found at <http://www2.ed.gov/programs/mep/legislation.html>.

Allowable Costs – In general, states and local operating agencies may use MEP funds for:

- ▶ Instructional services (e.g., activities for preschool-age children and instruction in elementary and secondary schools, such as tutoring before and after school);
- ▶ Support services (e.g., acting as an advocate of migrant children, providing access to health and social service providers; providing migrant families with necessary supplies);
- ▶ Professional development (e.g., training programs for school personnel to enhance their ability to understand and appropriately respond to the needs of migrant children);
- ▶ PAC and other parental involvement activities;
- ▶ Identification and recruitment;
- ▶ Coordination activities with other agencies, both within the State and with other States nationwide, including the transfer of student records;
- ▶ Comprehensive needs assessment activities; and
- ▶ Evaluation of the MEP.

An LEA may use Title I-C funds only to meet the costs of project activities that are designed to meet the special education needs of migrant children and which are indicated in the CFSGA selected MPOs or relate to other allowable activities such as identifications and recruitment, parent involvement, and program administration. With the exception of the “indirect costs” provision, allowable costs are those that relate directly to the Title I-C program and its students, and may not pay for expenses of other programs or non-migrant students. For example, district-wide tests are not allowable costs.

Unallowable Expenditures – Expenses incurred *prior* to project approval by SDE cannot be charged to Title I-C. Migrant Title I-C funds may not be used to construct school facilities; although Title I-C regulations do allow for limited construction or renovation of educational facilities but only when absolutely necessary for purposes of carrying out the intent of a Title I-C project. The imbalance of the migrant/non-migrant composition of the student enrollment at a school and the fact that migrant students are dispersed among the various grade levels at the school would not constitute justification of the use of Title I-C program funds for construction or renovation of the facilities for Title I-C purposes only.

Responsible Agency – The State educational agency is considered to be the responsible agency under all Title I programs and, hence, is accountable to the Federal government for any misspending of funds. In the MEP, the SEA is not only the administering agency, as it is for all Title I programs, but also the “recipient” of the Federal funds. Although a subcontract arrangement was entered into with the local educational agency based on the conditions established by the SEA, the State is responsible for the return of funds based on any State MEP exception.

Carryover – Under section 421(b) of the General Education Provisions Act (GEPA), LEAs and SEAs must obligate funds during the 27 months extending from July 1 of the fiscal year for which the funds were appropriated through September 30 of the second succeeding fiscal year. This maximum period includes a 15-month period of initial availability plus a 12-month period for carryover. However, section 1127(a) of Title I of the ESEA limits the amount of Title I, Part A funds an LEA may carry over from one fiscal year’s allocation to not more than 15% of the total Title I-A funds allocated to the LEA for that fiscal year. The State of Idaho Title I-C MEP follows the same carryover procedures as the State’s Title I-A program. Districts can request a waiver once every three years for a carryover exceeding the allowable 15%. This is done through the CFSGA. Districts are encouraged to use carryover to enhance or expand summer/intercession programs for migrant children.



V. Program Monitoring

Federal Guidance on Monitoring

Federal and State Monitoring – Taken from the Title I-C Migrant Education Program Non-Regulatory Guidance (October 2010)

D1. What areas may a Federal program review cover?

The review typically covers three areas:

- ▶ compliance with applicable Federal laws and regulations, and with the approved State (district) plan;
- ▶ identification of exemplary programs and projects; and
- ▶ potential need for technical assistance.

D2. May the Department cite an SEA for non-compliance with MEP requirements or the consolidated State application?

Yes. The SEA, as the grantee, is responsible for implementing its program in accordance with the MEP requirements and the consolidated State application. Any failure to adhere to these requirements may expose the SEA to a finding of noncompliance. This could result in the need for either corrective action or a refund of MEP funds. (See section 452(a) of GEPA.)

D3. Must an SEA monitor all grant and subgrant activities?

Yes. Section 80.40(a) of the regulations requires SEAs to "...monitor grant and subgrant supported activities to assure compliance with applicable Federal requirements and that performance goals are being achieved." This provision also requires the SEA to manage the day-to-day operations of subgrant activities and to monitor each program, function, or activity of the grant. Therefore, the SEA should monitor its subgrantees for compliance with Federal statutes and regulations, applicable State rules and policy, needs assessment findings, the consolidated State application, and the SEA-approved operating agency agreement. To do so, SEAs are encouraged to conduct a systematic review of all MEP activities on a periodic basis to determine whether local education agencies have made progress toward meeting all approved project objectives.

D4. How often should an SEA monitor a local education agency project on site?

An SEA should monitor local education agencies as often as it deems necessary to ensure that the local education agencies comply with MEP requirements. Thus, if the SEA has reason to believe that one or more local education agencies are not adequately implementing their projects, it should monitor them more frequently. It is reasonable and appropriate for an SEA to schedule monitoring reviews of these agencies prior to awarding new subgrants.

Monitoring by the Idaho State Department of Education

Section 80.40(a) of the Title I-C regulations requires SEAs to "...monitor grant and subgrant supported activities to assure compliance with applicable Federal requirements and that performance goals are being achieved." This

provision also requires the SEA to manage the day-to-day operations of subgrant activities and to monitor each program, function, or activity of the grant.

Monitoring of local MEPs is the responsibility of the Idaho State Department of Education. This includes both the compliance monitoring process as well as the follow-up and ongoing technical assistance that supports project implementation and migrant student achievement. Monitoring is also done through the Consolidated Application process. Further, monitoring helps ensure that all children have a fair, equal, and significant opportunity to obtain a high quality education. Compliance monitoring is intended to be a collaborative partnership between the State and local education agencies to ensure compliance with ESSA. Specifics on monitoring are found at the State website at <http://sde.idaho.gov/federal-programs/program-monitoring/>.

In the spring of the current year, districts scheduled to be monitored the following year are notified. All Federal program directors from districts scheduled to be monitored are provided training in the fall. Monitoring staff, including State Department of Education staff and monitoring contractors identify dates and finalize the schedule in the early fall. An official notification letter is mailed to the superintendent and Federal programs director of each district identified for monitoring for the upcoming school year. This letter includes information on how to prepare for the visit. At least two weeks prior to the monitoring visit, the LEA submits specific documentation. This information assists the monitoring team members by providing background and context.

Monitoring teams, consisting of SDE staff and monitoring contractors, conduct the onsite reviews. Although it is the district that is monitored, the team visits the schools with applicable programs and interviews building staff, parents, and secondary students as well as observing in classrooms. The size of the monitoring team varies depending on the size of the LEA and the number of federal programs monitored.

Activities during the Onsite Monitoring:

Entrance Conference

The Entrance Conference is usually attended by the superintendent, the federal programs director, the business manager, and anyone else the superintendent would like present.

1. Introductions and monitoring preparation recognition
2. Review schedule and determine if any changes are needed
3. Review the purpose of monitoring and the monitoring process:
 - A. Purpose of Performance-Based Monitoring (risk factors based on data)
 - i. to ensure compliance with federal requirements under ESEA
 - ii. to offer technical assistance
 - iii. to build relationships between the district and SDE
 - iv. to support district system changes
 - B. Monitoring Process
 - C. Final Report
4. Superintendent is given an opportunity to discuss the district's demographics, successes and challenges.

Monitoring Process

Migrant reviewer–

- ▶ reviews district data fiscal, policy, and procedure documents
- ▶ interviews federal programs director, business manager, migrant liaison
- ▶ Visit schools – observes classrooms; interviews principals, teachers, paraprofessionals, secondary students and parents

Exit Conference

The monitoring team meets with the superintendent, federal programs director, business manager and any other designated personnel to review the Final Report. Commendations, recommendations, and findings are discussed during the Exit Conference and the superintendent and Federal Programs Director are left with a copy of the Final Report. Findings include required Corrective Actions. The LEA has approximately 30 business days to respond to the Findings in the LEA's Response Report.

The district is invited to give their feedback about the onsite monitoring review process.

The district is encouraged to request a technical assistance visit in any of the program areas where additional support is determined to be beneficial. This request will become part of the Exit Report and be provided prior to the First Response Report due date.

To monitor local MEPs, the Idaho State Department of Education uses a tool that is based on OME's Guidance for Monitoring Title I, Part C—Migrant Education. The State has taken this document and expanded it to contain the MPOs contained in this SDP report and a rubric that contains quality indicators on which the State can observe and gather evidence to go beyond determination of "in compliance" and "out-of-compliance". The Idaho MEP Monitoring tool is found on the State website at <http://sde.idaho.gov/federal-programs/program-monitoring/>.



Meeting with students and visiting classrooms is an important (and fun) part of monitoring.



VI. Program Coordination

Interstate, Intrastate, and Interagency Coordination

Inter- and intrastate coordination is a requirement of the MEP that refers to planning and carrying out programs and projects in coordination with other local, State, and Federal programs; interstate and intrastate coordination between States and local education agencies to ensure the continuity of services for children who migrate from one State or school district to another, including but not limited to, the transfer of student records; and grants or contracts provided to improve coordination activities among educational programs that serve migrant children. The Consortium Incentive Grants discussed previously are an example of interstate coordination activities.

Coordination activities in which the Idaho SEA participates includes the Annual MEP Directors' Meetings sponsored by the Office of Migrant Education and the National Association of State Directors of Migrant Education (NASDME). In addition, Idaho participates as a member State in the Preschool Initiative Consortium Incentive Grants. Finally, Idaho is active in the inter- and intra-state transfer of migrant records through the Migrant Student Information System and the Migrant Student Information System (MSIX).

Interstate and intrastate coordination strategies may include, but are not limited to, the following types of services between and among local education agencies and State agencies:

- ▶ Notifying "receiving" school districts about migrant families who have moved to those locations;
- ▶ Promoting the exchange of student educational records using the secure site (SFTP);
- ▶ Developing academic credit accrual and academic credit exchange programs;
- ▶ Collaborating in the development of project curriculum;
- ▶ Exchanging teachers and teaching materials;
- ▶ Exchanging information on health screenings and health problems that interrupt a student's education; and
- ▶ Meeting with other States to discuss issues related to the MEP (e.g., how to implement the changes in policy guidance; how best to serve secondary students and out-of-school youth; how to develop a subgrant process that comports with the law).

Coordination with Title I, Title III, and Other Federal Programs

Sections 1304(b) and 1306(a) of the Title I-C MEP statute require states to identify and address the unique educational needs of migrant children by providing them a full range of services from appropriate local, State, and Federal educational programs. In providing these services, SEAs must plan jointly with local, State, and Federal programs and must integrate the MEP with services provided by other programs.

Local education agencies must ensure that eligible migrant children and formerly migrant children are selected to receive Title I-Part A, Title III, and other services on the same basis as other eligible children. In addition, the statute requires schools to implement reform strategies that address the needs of **all** children in the school.

As discussed previously, MEP funds are supplemental to all other local, State, and Federal funds; therefore, coordination with other agencies is essential to operating an efficient Title I-C program. An example of an active partner in Idaho is the Migrant and Seasonal Head Start Program (http://www.communitycouncilofidaho.org/head_start). Migrant preschool students receive valuable services. Districts and CCI meet at



least bi-annually to renew the Memorandum of Understanding that defines the roles of each. In addition, districts and CCI meet in the late summer to review the progress of students about to enter kindergarten. This helps students transition from preschool into public schools and can help parents with the transition too.



The HEP program assists migratory and seasonal farmworkers (or children of such workers) who are 16 years of age or older and not currently enrolled in school to obtain the equivalent of a high school diploma and, subsequently, to gain employment or begin postsecondary education or training. Competitive awards are made for up to five years of funding. Idaho's HEP projects are operated by Boise State University and Community Council of Idaho. For more information on the Federal HEP program, visit

<http://www2.ed.gov/programs/hep/index.html>.

The CAMP program assists students who are migratory or seasonal farmworkers (or children of such workers) enrolled in their first year of undergraduate studies at an institute of higher education (IHE). Competitive five-year grants for CAMP projects are made to IHEs or to nonprofit private agencies that cooperate with such institutions. Idaho's CAMP projects are housed at Boise State University (<https://education.boisestate.edu/camp/>), at the University of Idaho (<http://www.uidaho.edu/diversity/dhr/college-assistance-migrant-program>) and Lewis Clark State College (<http://www.lcsc.edu/camp/>)

For more information on the Federal CAMP program, visit <http://www2.ed.gov/programs/camp/index.html>.





VII. Program Evaluation

The evaluation of the Idaho MEP is completed annually by the State with the assistance of an external evaluator knowledgeable about migrant education, evaluation design, Federal reporting requirements and OME guidelines, and the context of the Idaho MEP. The evaluation collects information systematically to improve the program and to help the State and its LEAs to make decisions about program improvement and success.

The evaluation provides both **implementation** and **outcome** data to determine the extent to which the measurable outcomes for the MEP in school readiness/family literacy, proficiency in reading/Language Arts/ESL, proficiency in mathematics, and graduation from high school/alternative diploma have been implemented and achieved.

Evaluation questions answered by implementation data include the examples below.

- ▶ Were local projects implemented as described in the approved MEP application? If yes, what worked and why? If not, what didn't work and why not?
- ▶ What challenges were encountered in the implementation of the MEP? What was done to overcome these challenges?
- ▶ What adjustments could be made by the MEP to improve instruction, professional development, and the involvement of parents of migrant students?
- ▶ To what extent were the procedures used for identification and recruitment of eligible migrant students found to yield reliable results?
- ▶ To what extent were staff serving migrant students better prepared to help them close the achievement gap?
- ▶ To what extent did parents of migrant students report being involved in their English /language arts/ESL, and math
- ▶ How many students achieved a high school graduation/alternative diploma?
- ▶ To what extent did parents of young migrant children report being able to help their children prepare for school?
- ▶ To what extent did teachers of pre-kindergarten aged migrant children and migrant children participating in junior kindergarten report that children are ready for school as a result of participation in the MEP?

Evaluation questions answered by outcome data include the examples below.

- ▶ To what extent did migrant students demonstrate proficiency on the ISAT in reading and mathematics?
- ▶ To what extent did migrant students who are English learners attain proficiency on the ACCESS for English Learners 2.0?
- ▶ To what extent did 3-4 year-old PK migrant children who participated in a pre-kindergarten/early childhood education programs attain proficiency on the State IRI when they started kindergarten?
- ▶ To what extent did the graduation rate for migrant students increase?

Data Collection and Tracking Tools

Data on migrant students and services are collected by the State from each of its local education agencies. Data sources include: migrant parents; recruiters; MEP coordinators, administrators, and educators; and other staff as appropriate. Surveys, focus groups, structured interviews, and records reviews (including assessment results reported through the State system) are collected.

For program improvement purposes and in accordance with the evaluation requirements in 34 CRF 200.83(a)(4), evaluation data and demographic information are collected, compiled, analyzed, and summarized to help the State determine the degree to which the MEP is on target to reach the stated performance targets and is effective based on the chosen MPOs.

Specifically, data will be collected to assess student outcomes, monitor student progress, and evaluate the effectiveness of the MEP. The data to be collected for these various purposes are listed in the tables below. Following each data element is information on the individual or agency responsible, the method of data collection, and the frequency of data collection.

School Readiness Proficiency Data Element	Who collects?	How collected	When collected?
1a 3-4 year-old <u>pre-kindergarten</u> migrant children enrolled in a migrant-funded PK program will show a 20% gain between pre- and post-assessment on a pre-reading skills measure of school readiness.	LEA MEP director	Excel spreadsheet containing pre/post data on pre-reading skills measure	5/15 of each year
1d 80% of <u>parents</u> of migrant PK children surveyed who participated in one or more school events/training will report a gain in their ability to help their young children achieve early literacy skills.	LEA MEP director	Survey of parents	5/15 of each year
Reading Proficiency Data Element	Who collects?	How collected	When collected?
2a The percentage of <u>migrant students</u> attaining proficiency on the ISAT in reading will increase by 3%.	LEA MEP director collects from data manager	Spreadsheet in Excel. Compare spring-to-spring proficient scores by grade	9/15 of each year
2b The percentage of <u>migrant students who are English language learners</u> attaining proficiency on the IELA will increase by 3%.	LEA MEP director collects from LEA LEP coordinator	Compare spring-to-spring IELA scores proficient scores (4 or above) by grade	9/15 of each year
2c The percentage of K-3 <u>migrant students</u> attaining proficiency on the IRI will increase by 3%.	LEA MEP director	Spreadsheet in Excel. Compare spring-to-spring IRI proficient scores (3 or above) by grade	9/15 of each year
Mathematics Proficiency Data Element	Who collects?	How collected	When collected?
3a The percentage of <u>migrant students</u> attaining proficiency on the ISAT in mathematics will increase by 3%.	LEA MEP director collects from data manager (Student Management Testing)	Spreadsheet in Excel. Compare spring-to-spring proficient scores by grade	9/15 of each year

	Coordinator)		
High School Graduation Data Element	Who collects?	How collected	When collected?
4a 60% of <u>migrant students</u> enrolled in high school will accrue sufficient credits to graduate on time.	Migrant staff from the registrar or school secretary	Refer to transcripts and use a checklist & spreadsheet	9/15 of each year
4b 90% of <u>migrant students</u> enrolled as seniors will graduate or will continue enrollment towards graduation.	LEA MEP staff/MEP director consult the data management system	Checklist of H.S. seniors (Y/N for graduation); list of students who graduated	9/15 of each year
4c 80% of <u>staff</u> who serve migrant students and who received MEP-sponsored professional development will report having a better understanding of the unique needs of migrant students.	LEA MEP director	Survey MEP staff who attended PD	After each training and compile by 5/15 of each year
4d 80% of <u>migrant parents</u> participating in one or more school events/training will report that it provided them with knowledge about the education system and allow them to better support their children's learning.	LEA MEP director and/or liaison	Survey of migrant parents	After each training and compile by 5/15 of each year
4e 75% of <u>migrant OSY</u> receiving MEP services will report being better prepared for success in school and/or in the workplace.	LEA family liaison	Survey of OSY; OSY Profile Sheet	5/15 of each year

Electronic Record Keeping

The Idaho State MEP relies on sources of information and vehicles for the storage and retrieval of data and the generation of MEP reports. Local MEP coordinators and administrative staff are responsible for collecting parent and staff surveys, student achievement and other outcome data, and implementation data such as parent training agendas and survey results. These individuals are responsive to the State when data are requested.

In addition to data on student achievement that is available on the Assessment website at <http://sde.idaho.gov/assessment/index.html>, the Idaho MEP utilizes two key sources of information: 1) MSIS and 2) the Migrant Student Information Exchange System (MSIX).

Migrant Student Information System (MSIS)

The Idaho Migrant Student Information System (MSIS) is a computerized database system that stores, maintains and transfers educational and health information for migrant students. The database has the capability of providing migrant students transfer documents, state and school district monthly and yearly reports, as well as data for the federal performance report. The MSIS assists educators by providing continuity in educational and health reporting and record keeping. Utilizing the MSIS online capabilities, educators have immediate access to student academic and health information.



MSIS also provides a number of reports used to provide information to migrant and regular school staff. Summary reports aggregate data to give total numbers of students and student assessment scores by grade. The discrepancy report (also in summary reports) shows student enrolled in a district, but not yet identified by the current district. This report is very valuable for recruiting. The student detail Reports all export to Excel and allow the district great flexibility in manipulating data. The worksheets are designed as tools to help districts make determinations for Priority for Services, Continuation of Services, and for randomly selecting students for re-interviewing.

The Migrant Student Information Exchange (MSIX)



MSIX is the technology-based system that allows States to share educational and health information on migrant children who travel from State to State and have student records in multiple States' information systems. MSIX works in concert with MSIS to manage migrant data to fulfill its mission to ensure the appropriate enrollment, placement, and accrual of credits for migrant children nationwide. OME has developed the user and system requirements to implement the records transfer system and is responsible for overall system administration, maintenance and monitoring.

Liaisons in all states are able to send a targeted notification when a migrant student is moving to a different State or a different region in their own state. In Idaho, liaisons place the notification with the name of the district the student is moving to. Regional ID&R coordinators receive notifications for their region and communicate with districts when notifications are received. Idaho districts commit to providing these notifications as part of the Consolidated Federal and State Grant Application.

Using MSIX can provide valuable information for identification and recruitment as well as information used for placing students appropriately, especially into secondary school courses that meet graduation requirements, and in identifying Priority for Services based on other state's test scores. It is possible to analyze a student

Using Evaluation Results for Program Improvement and Student Achievement

The State of Idaho has established high academic standards for all students and provides them with a high quality education to achieve to their full potential. The State standards support the MEP to ensure that migrant students have the opportunity to meet the same challenging State content standards and challenging State student performance standards that all children are expected to meet. The Idaho Content Standards can be found at the following website: <http://sde.idaho.gov/academic/standards/>.

To measure the effectiveness of the MEP and provide guidance to local MEPs on how to conduct local evaluations, OME has provided Non-Regulatory Guidance (NRG). The NRG indicates that evaluations allow SEAs and local migrant programs to

- ▶ determine whether the program is effective and document its impact on migrant children;
- ▶ improve program planning by comparing the effectiveness of different types of interventions;
- ▶ determine the degree to which projects are implemented as planned and identify problems that are encountered in program implementation;
- ▶ and identify areas in which children may need different MEP services.

To achieve these results, Idaho's program implementation and results evaluation described earlier in this section allows the MEP to determine what worked, whether the project was implemented as described in the approved

project application, any problems that the project encountered, and any improvements that should be made. When reviewing program results, local sites should examine the results for MEP students compared to the MPOs established by the State, particularly for those students who have priority for services. The action planning tool described below will help in this process.

Action Plan for MEP Improvement

To help MEPs use the evaluation results, findings, and recommendations for the improvement of MEPs and services, action planning is needed. This process helps sites to formally review data and determine a need for improvement, identify solutions to meet needs, and indicate resources or collaborators to help implement the solutions. The Action Planning Tool for the four focus areas of the Idaho MEP (School Readiness, Proficiency English/Language Arts, Proficiency in Mathematics, and Graduation from High School) is found on the next pages.

Action Plan for MEP Improvement – School Readiness

Identify data indicating a need for making program improvements to enhance quality (Column 2) based on the MPOs (Column 1). Determine the strategies that can address the gaps you've identified in the short term as well as the long term (Column 3). Specify the resources (fiscal, human, material) needed to make the improvements (Column 4).

(1) Measurable Program Outcome (MPO)	(2) Data Indicating the Need for Improving Program Quality	(3) Design Solutions	(4) Required Resources/ Resource Provider
1-1			
1-2			
1-3			

Action Plan for MEP Improvement – Academics in Reading and Mathematics

(1) Measurable Program Outcome (MPO)	(2) Data Indicating the Need for Improving Program Quality	(3) Design Solutions	(4) Required Resources/ Resource Provider
2-1			
2-2			
2-3			
2-4			

Action Plan for MEP Improvement – High School Graduation (OSY)

(1) Measurable Program Outcome (MPO)	(2) Data Indicating the Need for Improving Program Quality	(3) Design Solutions	(4) Required Resources/ Resource Provider
3-1			
3-2			
3-3			
3-4			
3-5			

